



Subject Story: History

Intent - What are we trying to achieve?

We understand that learning history is extremely important as it inspires pupils' curiosity to know more about the past so they understand the present and influence the future. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. By the end of Key Stage 2, we aim for our Pupils to use historical terminology and a wide vocabulary to describe historical events, people and features. Pupils will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and that some claims can be biased. They will have an appreciation and understanding of important people and events in history, both locally and globally, and how we can learn lessons for our society and our own lives. We aim for our children to develop a secure chronological understanding of all the periods studied.

Implementation – How is the curriculum being delivered?

We have analysed the national curriculum programme of study for history and broken down the content into objectives for each year group on a Progression Map. In addition, we have created a bespoke set of topics that are pertinent to our local history and we believe are important for our children to know about.

A Curriculum Map outlines how the curriculum is organised into themes and topics across the school. Each theme or topic focuses on a specific element of the national curriculum programme of study. The Curriculum Map is shared on the school's website so that parents are able to support their child's learning at home.

Teachers use a variety of resources to plan, teach and assess lessons, most notably the Key Stage History website and KAPOW. We also have a bespoke time line along our main school corridor. This is used as a teaching resource as it covers the historical periods studied across our curriculum and supports the pupil's chronological understanding.

On every appropriate occasion, teachers will use first-hand experience, The Imaginarium, visits, visitors, artefacts, and the local and wider environment to engage children's interest and imagination. We are members of local museums such as Chertsey Museum, who are able to support the curriculum with resource boxes of artefacts and speakers.

Teachers will create a Planning Overview for each topic and subject leaders will ensure there is clear progression in learning across the year groups and that the national curriculum programme of study is taught.

Pupils will be given feedback for each piece of work so that they can make rapid and sustained progress over their school life.

Impact - What difference is the curriculum making?

Pupils love history! They gain a coherent knowledge and understanding of Britain's past and that of the wider world. They understand the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Pupils understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends. Pupils are able to frame historically-valid lines of enquiry and create their own structured accounts, including written narratives and analysis.

History will promote the pupil's spiritual, moral, social and cultural development by helping them understand the past and consider the ethics of decisions that were made and events that occurred. This will help them see that decisions are made by leaders and individuals based on moral principles.



- I know about important people, places and events in the past
- I am curious and can think critically
- I understand how lessons from the past can solve challenges in the future



History will promote British Values by ensuring children learn about the history of our country so they can understand the present country we live in. They will recognise that the multi-cultural country we live in should be appreciated and respected.

History will help pupils develop a Growth Mindset by encouraging the children to see that the problems that face individuals and societies can be solved through determination, perseverance, teamwork and strong leadership.

If you visited a History lesson at St Michael's you would see:

- Engaging and practical lessons
- Use of physical resources (e.g. artefacts, sources, timelines, books, images) to support children's understanding of a particular area.
- A wide range of timelines being used to develop chronological understanding.
- Using the whole school timeline during the topic to enable children to make links between different periods of history.
- Children using specialist historical vocabulary and terminology confidently.
- Children using their prior learning in moving their historical understanding forward.
- Very effective use of historical enquiry to encourage questioning, investigation and critical thinking.
- A balance between independent work, as well as collaborative work, so that they are able to engage in discussion and questioning about a particular topic.

Pupil Voice

Year 1: "We learn about the past. We know about the toys from the past and what they look like."

Year 2: "I enjoy History because we learn about important people, such as, Florence Nightingale. She had many significant achievements."

Year 3: "I love history because I find it very interesting learning about the past. I think it's important to learn about the past because it helps us to understand things better in the world today."

Year 5: "I enjoy learning about the past because I find it fascinating to know where we came from. History is important as it helps us to learn from past mistakes and be better people."

Year 6: "I like history because you get to learn about other people and how they lived so we understand how lucky we are."

An example of progression in our curriculum

Chronological Understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To sequence pictures to show time order (e.g. baby, toddler, child).	To put up to three objects, people or events in chronological order.	To sequence a set of events in chronological order and give reasons.	To use a timeline within a specific time period (events, people and objects). To begin to understand that the past can be divided into different periods of time.	To place periods of History on a timeline in order. To explain how the past can be divided into different periods of time.	To create a timeline including periods (studied) within History. To pick out similarities and differences between different periods of time.	To understand the relate length of periods (studied) in History. To explain the similarities and differences between different periods of time.



Our Diverse Curriculum

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum.

Within this subject, we will ensure:

- Where appropriate, history lessons will focus on a diverse range of genders, ethnicities, social classes, religions and localities, in order to gain an insight into the world we live in.
- Within each year group, children will learn about significant individuals from a range of different backgrounds.

Our Ambitious Curriculum

Our curriculum is designed to give all our children the knowledge and cultural capital they need to succeed in life.

Pupils with Special Needs: In history, children are supported to achieve through carefully chosen, differentiated tasks that may be adapted to meet their individual needs. Adult support is available in lessons, which designed to include children with special needs so that they can achieve alongside their peers. Teachers ensure that the children have access to lots of practical activities, collaborative work and discussion. The children's work can be recorded using photographs or videos, rather than written, if the learning activity lends itself to this. Other strategies to support pupils accessing the curriculum include:

- Key vocabulary on displays and learning journeys
- Knowledge organisers for each topic available on each table and displays
- Vocabulary sent home prior to topic starting for some SEN children
- Word banks at the beginning of lessons
- Images on templates to support ideas
- Templates for timelines and any other types of structural work
- Mixed ability pairs
- Child-friendly websites, non-fiction texts and printed out information given to pupils to support research
- Practical activities, collaborative work and discussion
- Use of physical artefacts to prompt questioning and discussion
- The children's work can be recorded using photographs or videos, rather than written, if the learning activity lends itself to this.

Disadvantaged Pupils: All children at St Michael's have access to the excellent resources and facilities we provide. They all benefit from excellent teaching and learning. All educational visits and workshops at school are fully funded for disadvantaged pupils so every child has access to the same high-quality learning experiences. The children often have visitors from local museums and theatre groups in order to provide further enrichment opportunities.

More Able Pupils: We identify pupils that show exceptional attributes in our curriculum. In history we, provide children with a range of challenging work that enables them to develop their historical skills. We encourage these children to make connections and to allow them to use sources and artefacts to engage in their own historical research.



Outstanding Examples of Learning



The children in Year 5 had a visit from Chertsey Museum as part of their Victorian day.

They were able to explore artefacts from this time period.



The children in Year 2 visited Windsor Castle as part of their Queen Elizabeth topic.

They were able to dress up and role-play her Coronation.